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ABSTRACT

An analysis of the content, style, and format of learning resource center (LRC) handbooks was undertaken to determine how well 120 community college LRC handbooks met the 1972 Guidelines for Library Handbooks established by the Federal Library Task Force on Public Relations. The two questions specifically addressed were whether community college LRC handbooks contained content items suggested by the guidelines, and the order of content item presentation, the most frequently listed reference works cited, and the style and format of each handbook. Content items from each of the LRC handbooks were checked against a 28-item content list identified from the 1972 guidelines. Results indicated that 87.8 percent of the handbooks contained less that 67.8 percent of the content information recommended in the guidelines. Because the 1972 guidelines were not specific as to recommendations for content presentation, style, and format, the second part of this study comprised data compiled from the 120 handbooks on existing styles and formats. This information was collected in order to assist community college LRCs in the process of developing or revising their handbooks. Nineteen references are listed. (Author/MER)

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A CONTENT ANALYSIS OF COMMUNITY COLLEGE LEARNING RESOURCE CENTER HANDBOOKS

by

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B.S. in Education, Southern Illinois University, 1975

A Research Report Submitted in Partial
Fulfillment of the Requirements for the
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Media in the Graduate School
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CHAPTER I

INTRODUCTION

The idea of library orientation/instruction for the community college library patron has seen a genuine resurgence of interest since the establishment of the 1960 Standards for Junior College Libraries.[1] Project Library Orientation Exchange (LOEX) was formally established in May, 1972 as a result of the First Annual Conference on Library Orientation for Academic Libraries held in May, 1971 at Eastern Michigan University. Other committees and organizations have been established locally, regionally, and nationally. Most notable at the national level are the American Library Association (ALA) Instruction in the Use of Libraries Committee, the Association of College and Research Libraries (ACRL) Community and Junior College Libraries Section's Instruction and Use Committee, and the ACRL Bibliographic Instruction Committee.

These organizations collect, identify, evaluate, and distribute information regarding existing library orientation/

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[1]"Standards for Junior College Libraries," College and Research Libraries 21 (May 1960): 200-206.

instruction methods. As a result of their efforts, the literature has reflected a rapid growth in the utilization of a wide variety of library orientation/instruction methods. Some of the most popular methods include: tours, programmed instruction, informal group instruction, formal courses, and a variety of audiovisual techniques.

Although a great deal of research has been written concerning the various methods of library orientation/instruction, very little research has been conducted concerning community college Learning Resource Center (LRC) handbooks. More specifically, very little research has been conducted on the content, format and design of LRC handbooks. It was recognized by the researcher that content of LRC handbooks varied from community college to community college. These variations may be due to individual characteristics of each community college LRC. LRC's do, however, have similar characteristics. Because of these similarities, LRC handbooks should contain essential content information.

Statement of the Problem

It was the purpose of this study to determine how well community college LRC handbooks met the 1972 Guidelines For Library Handbooks established by the Federal Library

Committee Task Force on Public Relations.[2] More specifically, did community college LRC handbooks contain the content items suggested in the 1972 Guidelines? A second area of concern was to determine: the order of content item presentation, the most frequently listed reference works cited, and the style and format of community college LRC handbooks.

Significance of the Problem

Previous research has indicated a significant and positive relationship between knowledge of library use and academic standing. It follows, then, that community college students should be taught LRC skills. The LRC handbook is one basic means of achieving this end. Reichard expresses it this way: "Almost any scheme of introduction will be greatly enhanced by the use of a well executed handbook, and in fact, a good handbook can be used in lieu of a course and still be quite effective."[3]

This study, therefore, can claim significance on three points. The results of this content analysis could: (1) serve

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[2]Federal Library Committee Task Force on Public Relations. Guidelines for Library Handbooks (Bethesda, Md.: ERIC Document Reproduction Service, ED 067 137, 1972), pp. 1-7. (Herein referred to as 1972 Guidelines)

[3]E. W. Reichard, "Introducing the Student to the Library; With Special Reference to the Use of Library Handbooks" (AMLA thesis, University of Michigan, 1961), pp. 1-35.

as a model for developing a community college LRC handbook, (2) serve as an evaluation tool for evaluating a community college LRC handbook, and (3) be used to evaluate the effectiveness of the 1972 Guidelines.

Limitations of the Study

This study was limited to the 120 community college LRC handbooks from a total of 1,230 community colleges throughout the United States collected by the researcher which were available in the Educational Media Office, Department of Curriculum, Instruction and Media, College of Education, at Southern Illinois University-Carbondale.

Assumptions

It was assumed that in order to complete the study, collection of the data was carried out in a systematic manner.

Definitions

1. COMMUNITY COLLEGE - A college typically set up to meet the educational needs of a particular community and offering two-year training, either terminal or preparatory in pre-professional and liberal arts fields.[4]

2. LEARNING RESOURCE CENTER (LRC) - A specially designed space containing a wide range of supplies and equipment for

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[4]Good's Dictionary of Education, 3d ed. (1973), s.v. "college, community."

the use of individual pupils and/or small groups pursuing independent study; frequently provided are an openstack library (including books and programmed materials), a variety of audiovisual equipment and supplies (including projectors and film, tape recorders and tapes, maps, globes, and models), and spaces for individual and small groups to study, preview films, and hold meetings.[5]

The terms "LRC" and "library" are sometimes used interchangeably.

3. LIBRARY - An information center, audiovisual center, or instructional materials center the function of which is to collect and acquire information systematically and classify and store it, and upon demand, retrieve it and assist in adapting it to the use to be made of the information.[6]

4. LIBRARY (BIBLIOGRAPHIC) ORIENTATION- Any practice which attempts to acquaint and generally introduce students to the library collections, facilities, services, and personnel.[7]

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[5]Good's Dictionay of Education, 3d ed. (1973), s.v. "center, learning resources."

[6]Good's Dictionary of Education, 3d ed. (1973), s.v. "library."

[7]Philip Orr, "A Content Analysis of Selected Library Instruction Textbooks Used in Illinois Institutions of Higher Education" (M.S. research report, Southern Illinois University-Carbondale, 1977), p. 3.

5. LIBRARY (BIBLIOGRAPHIC) INSTRUCTION - Any method of teaching library use. These methods present information pertaining to specific library resources and research techniques, but exclude library orientation procedures.[8]

6. HANDBOOK - A special bulletin containing information about the LRC/library and designed to aid in orienting/instructing the new student.

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[8]Ibid, p. 3.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of the literature reflects three areas of concern. First, various methods of library orientation/instruction are discussed. Second, the purpose and scope of Project LOEX are examined. And third, research and articles relating specifically to community college library/LRC handbooks are reviewed.

Traditional library orientation/instruction methods coexist with the use of the newer audiovisual techniques. Mary Marquis's study of library orientation and instruction concluded that the traditional methods which have not changed over the years were:

> 1) The tour of the library during orientation week, 2) a series of lectures or lessons (from 1-8) usually given on borrowed time from the English department, and 3) a separate course in the curriculum (with or without credit).[9]

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[9]Mary Case Marquis, "A Study of the Teaching of Library Facilities to College Students" (M.S. thesis, George Peabody College, 1952), quoted in Barbara Phipps, "Library Instruction for the Undergraduate," College and Research Libraries 29 (September 1968): 411-423.

Cassette recorders, slide projectors, slide viewer/projectors, film projectors, filmstrip projectors, filmstrip cassette/projectors, filmstrip viewers, filmstrip cassette/viewers, videomonitors, videorecorders, computers and computer monitors are several of the newer hardware used in community college LRC orientation/instruction programs. Cassettes, slides, films, filmstrips, videotapes, and computer programs are several of the newer software used in community college LRC orientation/instruction programs. Verna Melum's 1971 survey of academic library orientation/instruction programs is a prime example of this new interest.[10] Melum surveyed 107 community colleges and universities to determine current practices of library orientation/instruction programs. Results indicated that a wide variety of methods are being used.

Despite the fact that a wide variety of LRC orientation/instruction methods are used in community college LRC's today, the literature does not always agree as to which method or methods are best. After reviewing more than seventy articles dealing with the use of media in library orientation, Schwartz concluded that: "the general enthusiastic acceptance

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[10]Verna V. Melum, "1971 Survey of Library Orientation and Instruction Programs," Drexel Library Quarterly 7 (July & October 1971): 225-253.

of media encountered in print is often at odds with the pessimism expressed, about the same program, in private correspondence."[11] Baldwin and Rudolph's 1979 study further illustrates this point:

> This study shows that a slide/tape program does not necessarily produce better immediate recall of bibliographic instruction than the traditional library tour. These findings contradict Frank F. Kuo's conclusion that a slide/tape program is superior to the lecture tour.[12]

Perhaps there is no one best method. After experimenting with several methods at Mercer Community College, Yong Sup Sim concluded that almost any method of library orientation/instruction could be used effectively when adapted to the need and situation of a particular case.[13]

Although regional organizations such as the Wisconsin Association of Academic Librarians (WAAL) Task Force on Instruction in Academic Libraries collect, identify, and

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[11] Philip John Schwartz. The New Media in Academic Library Orientation, 1950-1972: An Annotated Bibliography (Bethesda, Md.: ERIC Document Reproduction Service, ED 071 682, 1973), pp. 1-28.

[12] J. F. Baldwin and R. S. Rudolph, "The Comparative Effectiveness of a Slide/Tape Show and a Library Tour," College and Research Libraries 40 (January 1979): 31-35.

[13] Yong Sup Sim. A Self Guided Library Tour Method at Mercer County Community College (Bethesda, Md.: ERIC Document Reproduction Service, ED 135 342, 1976), pp. 1-37.

distribute indormation relating to academic library orientation/instruction, Project LOEX stands out as the major national clearinghouse for academic library orientation/instruction information. The purpose of this rapidly expanding national information center is clearly stated by Mary Butterfield:

> By January 1973, the Project was a functioning clearinghouse for academic library orientation and instruction information and materials, with the purpose of facilitating communication among libraries interested in developing such programs, and of aiding librarians in their research endeavors.[14]

LOEX member libraries work together in a cooperative effort. Each member contributes information and/or materials regarding its orientation/instruction program. This could include anything from a copy of a LRC handbook to an extensive slide/tape program on the use of the periodical indexes. This information and/or materials are placed in the Project's files. In return for their contributions, member libraries have access to all the information and/or materials in this file.

The 1972 Guidelines For Library Handbooks state that: "Whether large or small, however, most libraries will have need of one basic publication, the library handbook, which

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[14]Mary Bolner Butterfield, "Project LOEX Means Library Orientation Exchange," RQ 13 (Fall 1973): 39-42.

details for the user the essential information about the library and its collections and services."[15] This is not always the case. Kazemek, in a recent article on community college LRC handbooks emphatically noted:

> Virtually ignored by some librarians, slighted by many others, it is seen by some beset librarians as if existing within the quiet place in the eye of the storm. By no means a solution in itself, the library handbook can be seen as an ally with which to venture out into the more demanding world of formal orientation and instruction. It offers a starting point from which one can imaginatively expand.[16]

Four studies were identified which dealt specifically with library/LRC handbooks. The first was a 1961 study by E. W. Reichard at the University of Michigan.[17] Reichard examined a number of representative academic library handbooks and listed seven items which he felt essential in any academic library handbook. The seven were: (1) hours, (2) rules and fines, (3) floor plan, (4) a sample catalog card, (5) a description of the classification system in use, (6) an annotated list of the major periodical indexes and (7) an annotated list of the major reference works. It should

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[15] 1972 Guidelines

[16] Francis E. Kazemek, "Library Handbooks and Orientation in Illinois Community College Libraries," Illinois Libraries 57 (May 1975); 354-355.

[17] Reichard, p. 16.

be noted that although Reichard's seven items should be considered essential, this list is by no means complete.

A description of Charles B. Buckley's 1970 survey was located in Lockwood's annotated bibliography, Library Instruction.[18] In this study Buckley surveyed forty colleges and universities to determine how many produced handbooks, what was the format of those handbooks, and what content items were included.

In 1972 Susan Martin conducted a content analysis of thirty community college LRC handbooks to determine if a relationship existed between the number of students enrolled at a community college and the comprehensiveness of the school's LRC handbook.[19] Results indicated that the size of an institution does not necessarily correlate with the comprehensiveness of its LRC handbook. The results of this study were based upon a ten-item checklist developed by the researcher. This checklist is by no means complete when compared with the 1972 Guidelines.

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[18] Charles B. Buckley, "A Study of Student Library Handbooks" (M.S. thesis, Long Island University, 1970) quoted in Deborah L. Lockwood, Library Instruction: A Bibliography, (West Port, Connecticut: Greenwood Press, 1979): 123.

[19] Susan Martin, "An Analysis of the Comprehensiveness of Library Handbooks and Their Relationship to Enrollments in Selected Public Junior Colleges" (M.S. research report, Southern Illinois University-Carbondale, 1975), pp. 1-37.

In a similar vein, Karen Olvera conducted a content analysis of forty-four community college LRC handbooks to determine the difference, if any, between LRC handbooks from outstanding community colleges (as determined by the researcher from a literature survey) when compared to other community colleges selected at random.[20] Results indicated that there was no difference in the comprehensiveness of the outstanding community colleges' LRC handbooks when compared to other community colleges. Olvera's sixteen point checklist was taken directly from the 1968 Checklist For Preparing Junior College Library Handbooks.[21]

After reviewing the literature relating to community college LRC handbooks, two guidelines were identified. The two guidelines identified were: the 1968 Checklist For Preparing Junior College Library Handbooks prepared by the Junior College Library Section, Association of College and Research Libraries (ACRL),[22] and the 1972 Guidelines For Library Handbooks prepared by the Federal Library Task Force on

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[20] Karen M. Olvera, "A Comparison of Junior College Library Handbooks" (M.S. research report, Southern Illinois University, 1975), pp. 1-22.

[21] Junior College Library Section, Association of College and Research Libraries, "Checklist for Preparing Junior College Library Handbooks," Chicago, 1968. (Mimeographed)

[22] Ibid

Public Relations.[23] The 1968 Checklist appeared to be out of date and incomplete. The 1972 Guidelines, therefore, were selected by the researcher for this content analysis.

Chapter III will discuss how the 1972 Guidelines were used to evaluate 120 community college LRC handbooks.

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[23] 1972 Guidelines

CHAPTER III

RESEARCH METHODOLOGY

The first step of the content analysis was to determine the number of community college LRC handbooks to be used as the sample. The Educational Media Office in the Department of Curriculum, Instruction and Media at Southern Illinois University-Carbondale has an extensive collection of community college materials. This collection was searched and 120 community college LRC handbooks were located. This sample represents 10 percent of the community colleges in the United States as listed in the 1980 Community, Junior and Technical College Directory.[24] It should be noted that this sample did not represent a random sample, but rather a sample of availability. Appendix A has a complete listing of the 120 community colleges whose handbooks constituted the sample.

Once the sample had been selected, the second step was

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[24]American Association of Community and Junior Colleges, 1980 Community, Junior and Technical College Directory (Washington D.C.: American Association of Community and Junior Colleges, 1980), p. 1.

to determine how the 1972 Guidelines For Library Handbooks[25] would be used to evaluate the handbooks in terms of: (1) content, (2) order of content presentation and (3) style and format.

A twenty-eight content item checklist (taken directly from the 1972 Guidelines) was developed. This content item checklist which appears in appendix B was broken down into two parts. Part one (Essential Content Information) contained items one through nineteen. Part two (Non-Essential Content Information) contained items twenty through twenty-eight.

Content items number two (name of state) and number four (name of college) were added by the researcher. They were derived as an interpretation of the phrase "any special directions" as stated in the 1972 Guidelines. Content items number twelve (circulation) and number thirteen (fines) were also derived in the same manner from the term "loan."

It was decided by the researcher that for content items number twenty and number twenty-one (list of reference works and list of periodical indexes) a composite list of general reference works would be compiled. The rationale for this was to determine which reference works community college LRC's considered important enough to include in their handbooks.

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[25] 1972 Guidelines

Handbooks listing over forty titles for either reference works and/or periodical indexes did not have those titles included within the composite list of general reference works. A limit of forty titles was selected (1) because the majority of handbooks seldom listed over forty titles and (2) the purpose of the composite list was to determine the most frequently listed reference titles. (See appendix C.)

Part three (Other Content Information) of the checklist (see appendix B) was added by the researcher as a section where additional content items not covered in the 1972 Guidelines, and deemed as being noteworthy by the researcher, could be included. This section was used later in chapter V to evaluate the effectiveness of the 1972 Guidelines as determined by the researcher. (See appendix D.)

Each item of the content item checklist (excluding Part three) was assigned a value of one point. The maximum score a community college LRC handbook could achieve for content information, therefore, was twenty-eight points.

Order of content presentation was discussed briefly in the 1972 Guidelines. The guidelines, however, did not recommend a specific format to follow. The researcher decided, therefore, that rather than evaluate the handbooks' order of content presentation according to a set standard

(which in this case was non-existent), the data concerning order of content presentation for the 120 handbooks would simply be collected and presented in table form. Table 5 in chapter IV presents this data.

Style and format of the handbooks were examined next. This section (Part four of appendix B) was divided into four areas: (1) Page: method of binding, sides numbered, number, size and color; (2) Type: number of styles and color; (3) Illustrations: number, and type and color; and (4) Color of cover. The 1972 Guidelines briefly discussed these four areas. Information concerning each of the four areas was compiled rather than evaluated from the handbooks. Results of style and format are discussed in chapter IV, tables 6 through 13.

Analysis of content, order of content presentation, list of general reference works, and style and format was completed during a ten-day period from April 4 through April 13, 1981. A six-hour time limit was set aside each day in a quiet environment. The six-hour time limit per day was selected in order that the researcher did not become overly tired. It was assumed that collection of the data was carried out systematically in this manner.

Chapter IV will discuss the results of: (1) the twenty-eight content item checklist scores, (2) the order of content

item presentation, (3) the list of general reference works, and (4) the style and format of 120 community college LRC handbooks.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The analysis of the data is divided into five sections. The five sections are: (1) sample size, sample representation and sample range, (2) content item checklist scores, (3) order of content item presentation, (4) list of general reference works and (5) style and format.

One hundred twenty community college LRC handbooks were used in this study. Appendix A has a complete listing of the colleges. Table 1 lists the sample frequency by state. California, Illinois, Florida, New York, Pennsylvania and Washington represent 52.4 percent of the sample size.

TABLE 1

STATES REPRESENTED BY THE SAMPLE

State	Number	Percentage	State	Number	Percentage
California	23	19.1	New Jersey	3	2.5
Illinois	12	10.0	Texas	3	2.5
Florida	10	8.3	Colorado	2	1.6
New York	6	5.0	Iowa	2	1.6
Pennsylvania	6	5.0	Virginia	2	1.6
Washington	6	5.0	Delaware	1	.8
Georgia	5	4.1	Hawaii	1	.8
Minnesota	5	4.1	Idaho	1	.8
Alabama	4	3.3	Kentucky	1	.8
Michigan	4	3.3	Mississippi	1	.8
Missouri	4	3.3	Montana	1	.8
North Carolina	4	3.3	New Hampshire	1	.8
Ohio	4	3.3	Oregon	1	.8
Arizona	3	2.5	West Virginia	1	.8
Massachusetts	3	2.5			

Table 2 lists the frequency of the handbooks by publication dates. Sixty-five (54.4 percent) of the handbooks were not dated. The largest number of handbooks for a single year were dated 1974 (twenty-one or 17.5 percent of the handbooks).

TABLE 2

HANDBOOK PUBLICATION DATES

Year	Number	Percentage	Year	Number	Percentage
1968	1	.8	1975	5	4.1
1970	4	3.3	1976	1	.8
1971	2	1.6	1977	5	4.1
1972	4	3.3	1978	4	3.3
1973	7	5.8	1979	1	.8
1974	21	17.5	?	65	54.4

A twenty-eight item checklist, taken directly from the 1972 Guidelines For Library Handbooks,[26] was developed by the researcher. Appendix B includes a copy of the checklist. For every item on the checklist a value of one point was assigned. The maximum score a handbook could achieve was

[26] Ibid

twenty-eight points. Content item scores for the handbooks are listed in table 3. The majority of the handbooks (106 or 87.8 percent) scored less than nineteen points. Sixteen was the most common score and only two handbooks achieved a score of twenty-four points.

TABLE 3

CONTENT ITEM CHECKLIST SCORES

Points	Number of Handbooks	Percentage
5	1	.8
7	1	.8
8	1	.8
9	2	1.6
10	4	3.3
12	9	7.5
13	14	11.6
14	14	11.6
15	14	11.6
16	17	14.1
17	14	11.6
18	15	12.5
19	5	4.1
20	5	4.1
21	1	.8
22	1	.8
24	2	1.6

Table 4 lists the twenty-eight content items contained in the checklist. The total number of handbooks containing each of the twenty-eight content items are listed along with their percentages. The number of handbooks containing each of the content items ranged from as few as one handbook (architectural features of the LRC) to as many as 116 handbooks (full identification of the LRC).

TABLE 4

BREAKDOWN OF CONTENT ITEM SCORES

Content Item	Number of Handbooks	Percentage
1. Full identification of the LRC	116	96.6
Location of the LRC		
2. State	69	57.5
3. City	69	57.5
4. College	112	93.3
5. Building	26	21.6
6. Address	47	39.1
7. Days and hours of the LRC	105	87.5
8. Mission of the LRC	31	25.8
Services provided by the LRC		
9. Reference	68	56.6
10. Interlibrary loan	58	48.3
11. Photo-copying	102	85.0
Regulations of the LRC		
12. Circulation	115	95.8
13. Fines	102	85.0
14. Description of the major LRC holdings	50	41.6
Means of reaching the LRC staff		
15. Telephone number(s)	41	34.1
16. Names and titles	63	52.5
Methods of access to the LRC collections		
17. Catalogs	112	93.3
18. Indexes	69	57.5
19. Date of the LRC handbook's publication	55	45.8
20. List of reference works	44	36.6
21. List of periodical indexes	105	87.5
22. Information about other sources	25	20.8
23. Floor plans of the LRC	91	75.8
24. Table of contents for the LRC handbook	58	48.3
25. Index for the LRC handbook	19	15.8
26. History of the LRC	12	10.0
27. Treasures; special collections	72	60.0
28. Architectural features of the LRC	1	.8

Order of content item presentation is given in table 5. Table 5 lists: (1) the twenty-eight content items, (2) the total number of handbooks containing each of the twenty-eight content items, (3) the number of handbooks and the order in which the handbooks contained each content item within their handbooks, and (4) the percentage of the number of handbooks. For example, thirty-one of the 120 handbooks contained content item number eight (mission of the LRC). Of the thirty-one handbooks containing that content item, five (or 16.1 percent of the handbooks) listed content item number eight as the third item within their handbooks. Six, (or 19.3 percent of the handbooks) listed it as the fourth item within their handbooks.

Content item number twenty (list of reference works) and content item number twenty-one (list of periodical indexes) were mentioned in the 1972 Guidelines. It was decided by the researcher that a combined frequency list of the reference works and periodical indexes would be compiled to determine which general reference works community college LRC's considered important enough to list within their handbooks. A limit of forty titles was placed on each of the two groups (reference works and periodical indexes) per handbook. Forty was selected as the cut-off point due to the fact that only eleven of the 120 handbooks

TABLE 5

ORDER OF CONTENT ITEM PRESENTATION

Content Item	Number of Handbooks
1. Full identification of the LRC	116
Location of the LRC	
2. State	69
3. City	69
4. College	112
5. Building	26
6. Address	47
7. Days and hours of the LRC	105
8. Mission of the LRC	31
Services provided by the LRC	
9. Reference	68
10. Interlibrary loan	58
11. Photo-copying	102
Regulations of the LRC	
12. Circulation	115
13. Fines	102
14. Description of the major LRC holdings	50
Means of reaching the LRC staff	
15. Telephone number(s)	41
16. Names and titles	63
Methods of access to the LRC collections	
17. Catalogs	112
18. Indexes	69
19. Date of the LRC handbook's publication	55
20. List of reference works	44
21. List of periodical indexes	105
22. Information about other sources	25
23. Floor plans of the LRC	91
24. Table of contents for the LRC handbook	58
25. Index for the LRC handbook	19
26. History of the LRC	12
27. Treasures; special collections	72
28. Architectural features of the LRC	1

Table 5--Continued

Item	1st (%)	2nd (%)	3rd (%)	4th (%)
1	101 (87.0)	4 (3.4)	4 (3.4)	1 (.8)
2	8 (11.5)	40 (57.9)	9 (13.0)	3 (4.3)
3	1 (1.4)	9 (13.0)	37 (53.6)	10 (14.4)
4	9 (8.0)	47 (41.9)	13 (11.6)	37 (33.0)
5		2 (7.6)	4 (15.3)	3 (11.5)
6			2 (4.2)	4 (8.5)
7		7 (6.6)	15 (14.2)	9 (8.5)
8		1 (3.2)	5 (16.1)	6 (19.3)
9		1 (1.4)		5 (7.3)
10			1 (1.7)	
11			1 (.9)	3 (2.9)
12			3 (2.6)	
13				3 (2.9)
14			3 (6.0)	4 (8.0)
15				3 (7.3)
16				4 (6.3)
17		1 (.8)	1 (.8)	5 (4.4)
18			1 (1.4)	
19		5 (9.0)	11 (20.0)	6 (10.9)
20				
21				1 (.9)
22				
23	1 (1.0)		3 (3.2)	6 (6.5)
24		3 (5.1)	7 (12.0)	7 (12.0)
25				
26				
27				
28				

Table 5--Continued

Item	5th (%)	6th (%)	7th (%)	8th (%)
1	3 (2.5)	1 (.8)	1 (.8)	1 (.8)
2	1 (1.4)			
3	3 (4.3)	2 (2.8)		
4	3 (2.6)			
5	6 (23.0)	2 (7.6)	2 (7.6)	1 (3.8)
6	26 (55.3)	6 (12.7)		1 (2.1)
7	13 (12.3)	15 (14.2)	11 (10.4)	13 (12.3)
8	3 (9.6)	6 (19.3)	3 (9.6)	3 (9.6)
9	4 (5.8)	3 (4.4)	3 (4.4)	8 (11.7)
10	2 (3.4)	2 (3.4)	1 (1.7)	3 (5.1)
11	3 (2.9)	4 (3.9)	8 (7.8)	7 (6.8)
12	8 (6.9)	6 (5.2)	5 (4.3)	11 (9.5)
13		7 (6.8)	4 (3.9)	3 (2.9)
14	6 (12.0)	5 (10.0)	8 (16.0)	6 (12.0)
15	5 (12.1)	11 (26.8)	12 (29.2)	2 (4.8)
16	4 (6.3)	12 (19.0)	8 (12.6)	13 (20.6)
17	2 (1.7)	3 (2.6)	12 (10.7)	8 (7.1)
18	2 (2.8)		3 (4.3)	6 (8.6)
19	8 (14.5)	6 (10.9)	5 (9.0)	1 (1.8)
20	1 (2.2)	3 (6.8)		1 (2.2)
21	1 (.9)	2 (1.9)	4 (3.8)	9 (8.5)
22	1 (4.0)	1 (4.0)	1 (4.0)	1 (4.0)
23	6 (6.8)	8 (8.7)	3 (3.2)	4 (4.3)
24	6 (10.3)	9 (15.5)	17 (29.3)	8 (13.7)
25				
26	1 (8.3)		3 (25.0)	3 (25.0)
27	2 (2.7)	5 (6.9)	4 (5.5)	5 (6.9)
28			1 (100.0)	

Table 5--Continued

Item	9th (%)	10th (%)	11th (%)	12th (%)
1				
2		2 (2.8)	1 (1.4)	1 (1.4)
3			2 (2.8)	1 (1.4)
4				2 (1.7)
5	2 (7.6)	1 (3.8)	3 (11.5)	
6				
7	9 (8.5)	3 (2.8)	2 (1.9)	3 (2.8)
8		2 (6.4)		
9	8 (11.7)	1 (1.4)	13 (19.1)	4 (5.8)
10	6 (10.3)	7 (12.0)	3 (5.1)	6 (10.3)
11	9 (8.8)	11 (10.7)	7 (6.8)	8 (7.8)
12	20 (17.3)	15 (13.0)	12 (10.4)	17 (14.7)
13	13 (12.7)	10 (9.8)	13 (12.7)	14 (13.7)
14	4 (8.0)	5 (10.0)	1 (2.0)	1 (2.0)
15	1 (2.4)	5 (12.1)	2 (4.8)	
16	7 (11.1)	4 (6.3)	4 (6.3)	
17	10 (8.9)	12 (10.7)	15 (13.3)	12 (10.7)
18	3 (4.3)	6 (8.6)	7 (10.1)	9 (13.0)
19	1 (1.8)	1 (1.8)		1 (1.8)
20	3 (6.8)	4 (9.0)	4 (9.0)	4 (9.0)
21	5 (4.7)	7 (6.6)	9 (8.5)	11 (10.4)
22	2 (8.0)	2 (8.0)	2 (8.0)	1 (4.0)
23	9 (9.8)	9 (9.8)	6 (6.8)	6 (6.8)
24	1 (1.7)			
25				1 (5.2)
26	3 (25.0)	1 (8.3)		
27	1 (1.3)	7 (9.7)	5 (6.9)	9 (12.5)
28				

Table 5--Continued

Item	13th (%)	14th (%)	15th (%)	16th (%)
1				
2		1 (1.4)		1 (1.4)
3	1 (1.4)		1 (1.4)	
4		1 (.8)		
5				
6	1 (2.1)	2 (4.2)	1 (2.1)	1 (2.1)
7		1 (.9)	1 (.9)	2 (1.9)
8			2 (6.4)	
9	6 (8.8)	6 (8.8)	3 (4.4)	1 (1.4)
10	5 (8.6)	6 (10.3)	6 (10.3)	3 (5.1)
11	12 (11.7)	6 (5.8)	7 (6.8)	6 (5.8)
12	8 (6.9)	4 (3.4)	3 (2.6)	1 (.8)
13	17 (16.6)	8 (7.8)	2 (1.9)	3 (2.9)
14	2 (4.0)	3 (6.0)	2 (4.0)	
15				
16			3 (4.7)	2 (3.1)
17	4 (3.5)	8 (7.1)	12 (10.7)	4 (3.5)
18	5 (7.2)	7 (10.1)	4 (5.7)	6 (8.6)
19	1 (1.8)	2 (3.6)	1 (1.8)	2 (3.6)
20	3 (6.8)	5 (11.3)	4 (9.0)	3 (6.8)
21	19 (18.0)	11 (10.4)	8 (7.6)	6 (5.7)
22	2 (8.0)	1 (4.0)	1 (4.0)	4 (16.0)
23	7 (7.6)	5 (5.4)	3 (3.2)	7 (7.6)
24				
25	1 (5.2)		1 (5.2)	5 (26.3)
26				1 (8.3)
27	7 (9.7)	10 (13.8)	8 (11.1)	2 (2.7)
28				

Table 5--Continued

Item	17th (%)	18th (%)	19th (%)	20th (%)
1				
2	1 (1.4)		1 (_1.4)	
3	1 (1.4)	1 (1.4)		
4				
5				
6		1 (2.1)	1 (2.1)	1 (2.1)
7	1 (.9)			
8				
9	2 (2.9)			
10	1 (1.7)	4 (6.8)	1 (1.7)	
11	3 (2.9)	3 (2.9)	3 (2.9)	
12				2 (1.7)
13	2 (1.9)	1 (.9)		
14				
15				
16	2 (3.1)			
17	1 (.8)	1 (.8)		1 (.8)
18	7 (10.1)	1 (1.4)	1 (1.4)	
19	1 (1.8)		1 (1.8)	1 (1.8)
20	5 (11.3)	2 (4.5)	1 (2.2)	
21	6 (5.7)	5 (4.7)		
22	2 (8.0)	2 (8.0)		1 (4.0)
23	4 (4.3)	3 (3.2)		1 (1.0)
24				
25	1 (5.2)	4 (21.0)	2 (10.5)	2 (10.5)
26				
27	3 (4.1)	1 (1.3)	3 (4.1)	
28				

Table 5--Continued

Item	21st (%)	22nd (%)	23rd (%)	24th (%)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10		1 (1.7)		
11			1 (.9)	
12				
13	2 (1.9)			
14				
15				
16				
17				
18	1 (1.4)			
19	1 (1.8)			
20			1 (2.2)	
21		1 (.9)		
22				1 (4.0)
23				
24				
25		1 (5.2)	1 (5.2)	
26				
27				
28				

Table 5--Continued

Item	25th (%)	26th (%)	27th (%)	28th (%)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				

listed more than forty titles. Of those eleven handbooks, the range of titles listed was from 46 to 725. None of the titles in these eleven handbooks were included in the list of general reference works (appendix C). Appendix C lists the titles of the general reference works, the frequency (the number of handbooks listing each title), and the percentages of the handbooks.

The ten most frequently listed reference works were: (1) Reader's Guide to Periodical Literature (87.5 percent of the handbooks), (2) Education Index (59.1 percent of the handbooks), (3) Business Periodicals Index (57.5 percent of the handbooks), (4) New York Times Index (55 percent of the handbooks), (5)Social Sciences and Humanities Index (52.5 percent of the handbooks), (6) Applied Science and Technology Index (47.5 percent of the handbooks), (7) Biography Index (47.5 percent of the handbooks), (8) Essay and General Literature Index (41.6 percent of the handbooks), (9) Book Review Digest (37.5 percent of the handbooks), and (10) Art Index and Public Affairs Information Service (both listed by 36.6 percent of the handbooks).

Information on style and format of the handbooks was divided into four areas: (1) Page: method of stapling, sides numbered, number of numbered pages, size, color, (2) Type: number of styles, color, (3) Illustrations:

number, type and color, and (4) Color of cover.

Two methods were used for stapling the pages together. The majority of the handbooks (eighty-three or 69.2 percent) folded sheets of paper in half and stapled along the fold. The remaining thirty-seven handbooks (30.8 percent) simply stapled together single sheets of paper.

Ninety-seven (80.8 percent) of the handbooks numbered both sides of each page. The remaining twenty-three (19.2 percent) handbooks numbered only one side of each page.

The number of numbered pages varied from as few as three pages (one handbook) to as many as ninety-two pages (one handbook). The most common number of numbered pages used was twelve (17.5 percent of the handbooks) followed by sixteen pages (15.8 percent of the handbooks), twenty pages (14.1 percent of the handbooks), and eight pages (11.6 percent of the handbooks). See table 6.

TABLE 6

NUMBER OF NUMBERED PAGES

Number of Pages	Number of Handbooks	Percentage of Handbooks
3	1	.8
4	5	4.1
6	1	.8
7	3	2.5
8	14	11.6
9	1	.8
10	1	.8
11	2	1.6
12	21	17.5
14	2	1.6
15	1	.8
16	19	15.8
18	2	1.6
19	1	.8
20	17	14.1
22	4	3.3
24	7	5.8
28	3	2.5
30	4	3.3
32	5	4.1
34	1	.8
35	1	.8
36	3	2.5
92	1	.8

The two most commonly used page sizes for handbooks were: (1) 8½ x 11 inches (40 percent of the handbooks), and (2) 5½ x 8½ inches (29.1 percent of the handbooks). The remaining handbook pages varied considerably in size as can be seen in table 7.

TABLE 7

SIZE OF PAGES

Size in Inches	Number of Handbooks	Percentage of Handbooks
8½ x 11	48	40.0
5½ x 8½	35	29.1
6 x 9	7	5.8
7 x 8½	7	5.8
6½ x 8½	3	2.5
7 x 10	2	1.6
3½ x 8	2	1.6
5½ x 8	2	1.6
Other Sizes	14	11.6

White paper pages were used by eighty-five (70.8 percent) of the 120 handbooks. Although seven other colors were also used, no one color represented a majority. See table 8.

TABLE 8

COLOR OF PAGES

Color of Pages	Number of Handbooks	Percentage of Handbooks
White	85	70.8
Tan	8	6.6
Yellow	4	3.3
Green	4	3.3
Blue	3	2.5
Orange	3	2.5
Gold	2	1.6
Brown	1	.8
Combination	10	8.3

Table 9 presents the data concerning the number of different type styles used in the handbooks. Fifty (41.6 percent) of the 120 handbooks used only two different styles of type. Thirty-six (30 percent) used three styles, and thirty (25 percent) used four styles.

TABLE 9

STYLES OF TYPE

Number of Styles	Number of Handbooks	Percentage of Handbooks
1	1	.8
2	50	41.6
3	36	30.0
4	30	25.0
5	3	2.5

Other than the color variations of brown, blue and green, black was the color used by the majority of the 120 handbooks for the color of type. See table 10.

TABLE 10

COLORS OF TYPE

Color of type	Number of Handbooks	Percentage of Handbooks
Black	106	88.3
Brown	8	6.6
Blue	4	3.3
Green	2	1.6

The number of illustrations used by the majority of the handbooks was not excessive. Sixty-seven (55.8 percent) of the 120 handbooks used either no illustrations or only one. See table 11.

TABLE 11

NUMBER OF ILLUSTRATIONS

Number of Illustrations	Number of Handbooks	Percentage of Handbooks
0	27	22.5
1	40	33.3
2	6	5.0
3	2	1.6
4	1	.8
5	7	5.8
6	9	7.5
7	2	1.6
8	3	2.5
9	4	3.3
10	2	1.6
11	4	3.3
14	1	.8
16	1	.8
17	4	3.3
20	1	.8
21	2	1.6
22	1	.8
25	2	1.6
37	1	.8

Of the ninety-three handbooks which did use illustrations, seventy-three (or 78.4 percent) used either black and white photographs or black line drawings. See table 12.

TABLE 12

COLOR AND TYPE OF ILLUSTRATIONS

Color and Type	Number of Handbooks	Percentage of Handbooks
Black line drawings	37	39.7
Black and white photographs	36	38.7
Black and white photos, black line drawings	12	12.9
India ink drawings	3	3.2
Brown line drawings	2	2.1
Red and blue graphic designs	1	.1
Black graphic designs	1	.1

Thirteen different colors and/or combinations of colors were used for the 120 handbook covers. Table 13 indicates that white was the predominant color followed by green and orange.

TABLE 13

COLOR OF HANDBOOK COVERS

Color of Cover	Number of Handbooks	Percentage of Handbooks
White	25	20.8
Green	19	15.8
Orange	17	14.1
Blue	14	11.6
Tan	13	10.8
Yellow	11	9.1
Brown	6	5.0
Red	5	4.1
Gold	4	3.3
Black	3	2.5
Pink	1	.8
Red/white	1	.8
White/black	1	.8

Chapter V will discuss the summary, conclusions, and recommendations of this content analysis concerning the 120 community college LRC handbooks in terms of content, order of content presentation, evaluation of the 1972 Guidelines, list of general reference works, and style and format.

CHAPTER 7

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study analyzed the content, style and format of 120 community college LRC handbooks. The 120 community college LRC handbooks used in the study were located in the Educational Media Office in the Department of Curriculum, Instruction and Media at Southern Illinois University-Carbondale. This sample represented community colleges in twenty-nine states and also represented 10 percent of all community colleges in the United States. The handbooks ranged in date from 1968 through 1979; 54.4 percent of the handbooks, however, were not dated.

A review of the literature identified the 1972 Guidelines For Library Handbooks[27] as a standard upon which the study could be based. A twenty-eight content item checklist was taken directly from the 1972 Guidelines. The content information in the handbooks was compared against the content item checklist. Results indicated that 87.8 percent of the handbooks contained less than 67.8 percent of the content

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[27] Ibid

information recommended in the 1972 Guidelines.

Order of content item presentation was also examined. Table 5 in chapter IV lists: (1) the twenty-eight content items contained on the checklist, (2) the total number of handbooks containing each of the twenty-eight content items, (3) the number of handbooks and the order in which the handbooks contained each content item within their handbooks and (4) the percentages of the number of handbooks.

During the analysis the researcher compiled a frequency list of the most commonly listed general reference works lists in the handbooks. The ten most frequently listed general reference works were: (1) Reader's Guide to Periodical Literature, (2) Education Index, (3) Business Periodicals Index, (4) New York Times Index, (5) Social Sciences and Humanities Index, (6) Applied Science and Technology Index, (7) Biography Index, (8) Essay and General Literature Index, (9) Book Review Digest and (10) Art Index and Public Affairs Information Service (both listed by 36.6 percent of the handbooks). Appendix C has the complete listing.

Information concerning style and format of the handbooks was examined next. Eighty-three (69.2 percent) of the handbooks folded their pages in half and stapled along the fold. Ninety-seven (80.8 percent) of the handbooks numbered both sides of each page. The number of numbered pages varied

from as few as three to as many as ninety-two. Twelve, however, was the most common. Forty-eight (40 percent) of the handbooks used 8½ x 11 inches and thirty-five (29.1 percent) used 5½ x 8½ inches for the size of their pages. White was the predominant color of the pages (70.8 percent) and black was the predominant color of the type (88.3 percent). The number of type styles varied from one to five. Two was the most common (41.6 percent). Over half of the handbooks (55.8 percent) used either no illustrations or only one. Black and white photos and black line drawings were the most common types of illustrations. White, green, orange, blue, tan and yellow were the most frequently used colors for the cover of the handbooks.

Upon completion of the content analysis two conclusions were drawn by the researcher. First, scores recorded as a result of the twenty-eight content item checklist indicated that the majority of the 120 community college LRC handbooks examined did not meet the recommended minimum standards suggested by the 1972 Guidelines. One possible conclusion for this might be that people in charge of developing community college LRC handbooks are not aware that guidelines such as the 1972 Guidelines For Library Handbooks or the 1968 Checklist For Preparing Junior College Library Handbooks exist.

Second, results of the content analysis indicated that the 1972 Guidelines themselves, were incomplete. This conclusion was reached as a result of examining the number and variety of content items listed by the researcher in Part Three (Other Content Information Not Included in the Guidelines) of the checklist. The researcher decided, therefore, to draw up a revised set of guidelines to be used specifically for developing and/or evaluating community college LRC handbooks. Appendix D contains the revised guidelines.

In addition to using the revised guidelines contained in this paper, the researcher recommends that community college LRC's make use of other sources of information for developing and/or evaluating LRC handbooks. Handbooks from other community college LRC's can be collected and examined. Opinion polls can be taken of the students and faculty. Graphic specialists can be consulted concerning style and format of the handbooks.

As a result of the content analysis described in this paper, the researcher makes the following recommendations for future research with regard to guidelines for library handbooks.

First, the researcher recommends that future research be conducted to determine why community college LRC handbooks do not meet minimum standards for content information suggested by the 1972 Guidelines or any other similar set of

guidelines. A survey of community college LRC's would be an effective method of determining this.

Second, the researcher recommends that separate guidelines be developed for (1) elementary libraries/media centers, (2) high school libraries/media centers, (3) college and university libraries and (4) public libraries. A review of the literature did not turn up any such guidelines other than the outdated 1968 Checklist for community college LRC's.

APPENDICES

APPENDIX A

LIST OF COMMUNITY COLLEGES USED IN THE SAMPLE

CALIFORNIA

American River College - Sacramento, California
Barstow College - Barstow, California
Chabot College (Hayward Campus) - Hayward, California
Chaffey College - Alta Loma, California
College of San Mateo - San Mateo, California
Columbia Junior College - Columbia, California
Cuesta College - San Luis Obispo, California
Deanza College - Cupertino, California
Diablo Valley College - Pleasant Hill, California
East Los Angeles College - Monterey Park, California
Golden West College - Hunungton Beach, California
Imperial Valley College - Imperial, California
Long Beach City College - Long Beach, California
Los Angeles City College - Los Angeles, California
Los Angeles Valley College - Van Nuys, California
Mt. San Antonio College - Walnut, California
Orange Coast College - Costa Mesa, California
Riverside City College - Riverside, California
San Joaquin Delta College - Stockton, California
Santa Barbara City College - Santa Barbara, California
Shasta College - Redding, California
Skyline College - San Bruno, California
West Valley College - Saratoga, California

ILLINOIS

College of DuPage - Glen Ellyn, Illinois
Felician College - Chicago, Illinois
Illinois Central College - East Peoria, Illinois
Illinois Valley Community College - Oglesby, Illinois
John A. Logan College - Carterville, Illinois
Kaskaskia College - Centralia, Illinois
Loop College - Chicago, Illinois
Rend Lake College - Ina, Illinois
Southeastern Illinois College - Harrisburg, Illinois
Waubonsee Community College - Sugar Grove, Illinois
Wilbur Wright College - Chicago, Illinois
William Rainey Harper College - Palatine, Illinois

FLORIDA

Broward Community College - Fort Lauderdale, Florida
College of Boca Raton - Boca Raton, Florida
Miami-Dade Junior College (North Campus) - Miami, Florida
North Florida Junior College - Madison, Florida
Okaloosa-Walton Junior College - Niceville, Florida
Pensacola Junior College - Pensacola, Florida
Polk Community College - Winter Haven, Florida
St. Johns River Junior College - Palatka, Florida
St. Petersburg Junior College - St. Petersburg, Florida
Tallahassee Community College - Tallahassee, Florida

NEW YORK

Dutchess Community College - Poughkeepsie, New York
Erie Community College (North) - Buffalo, New York
Mohawk Valley Community College - Utica, New York
New York City Community College - Brooklyn, New York
Staten Island Community College - ,New York
Villa Maria College - Buffalo, New York

PENNSYLVANIA

Community College of Allegheny County (Boyce Campus) - Monroe, Pennsylvania
Community College of Allegheny County (South Campus) - West Mifflin, Pennsylvania
Delaware County Community College - Media, Pennsylvania
Harrisburg Area Community College - Harrisburg, Pennsylvania
Montgomery County Community College - Blue Bell, Pennsylvania
Mount Aloysius Junior College - Cresson, Pennsylvania

WASHINGTON

Bellevue Community College - Bellevue, Washington
Clark College - Vancouver, Washington
Everett Community College - Everett, Washington
Lower Columbia College - Longview, Washington
South Seattle Community College - Seattle, Washington
Spokane Falls Community College - Spokane, Washington

GEORGIA

Brunswick Junior College - Brunswick, Georgia
Clayton Junior College - Morrow, Georgia
Gainsville Junior College - Gainsville, Georgia
Middle Georgia College - Cochran, Georgia
Young Harris College - Young Harris, Georgia

MINNESOTA

Fergus Falls Community College - Fergus Falls, Minnesota
Lakewood Community College - White Bear Lake, Minnesota
North Hennepin Community College - Brooklyn Park, Minnesota
Northland Community College - Thief River Falls, Minnesota
Rainy River State Junior College - International Falls, Minnesota

ALABAMA

Enterprise State Junior College - Enterprise, Alabama
Gadsden State Junior College - Gadsden, Alabama
Lurleen B. Wallace State Junior College - Andalusia, Alabama
Northwest Alabama State Junior College - Phil Campbell, Alabama

MICHIGAN

Lansing Community College - Lansing, Michigan
Macomb County Community College (South Campus) - Warren, Michigan
Mid Michigan Community College - Harrison, Michigan
Suomi College - Hancock, Michigan

MISSOURI

Cottey College - Nevada, Missouri
Forest Park Community College - St. Louis, Missouri
Longview Community College - Lee's Summit, Missouri
Mineral Area College - Flat River, Missouri

NORTH CAROLINA

Davidson County Community College - Lexington, North Carolina
Gaston College - Dallas, North Carolina
Sandhills Community College - Carthage, North Carolina
Wilkes Community College - Wilkesboro, North Carolina

OHIO

Lorain County Community College - Elyria, Ohio
Marion Technical College (Marion Campus) - Marion, Ohio
Miami University - Middletown - Middletown, Ohio
Southern State Community College (North Campus) - Wilmington, Ohio

ARIZONA

Phoenix College - Phoenix, Arizona
Pima College (West Campus) - Tucson, Arizona
Mesa Community College - Mesa, Arizona

MASSACHUSETTS

Lasell Junior College - Auburndale, Massachusetts
Springfield Technical Community College - Springfield, Massachusetts
Worcester Junior College - Worcester, Massachusetts

NEW JERSEY

Bergen Community College - Paramus, New Jersey
Burlington County College - Pemberton, New Jersey
Middlesex County College - Edison, New Jersey

TEXAS

Del Mar College - Corpus Christi, Texas
Eastfield College - Mesquite, Texas
Laredo Junior College - Laredo, Texas

COLORADO

Community College of Denver (North Campus) - Denver, Colorado
El Paso Community College - Colorado Springs, Colorado

IOWA

Clinton Community College - Clinton, Iowa
Ellsworth Community College - Iowa Falls, Iowa

VIRGINIA

Danville Community College - Danville, Virginia
Northern Virginia Community College (Annandale Campus) - Annandale, Virginia

DELAWARE

Delaware Technical and Community College (North Branch) - Dover, Delaware

HAWAII

Leeward Community College - Pearl City, Hawaii

IDAHO

College of Southern Idaho - Twin Falls, Idaho

KENTUCKY

Paducah Community College - Paducah, Kentucky

MISSISSIPPI

Hinds Junior College - Raymond, Mississippi

MONTANA

Flathead Valley Community College - Kalispell, Montana

NEW HAMPSHIRE

New Hampshire Technical College - Portsmouth, New Hampshire

OREGON

Lane Community College - Eugene, Oregon

WEST VIRGINIA

Potomac State College - Keyser, West Virginia

APPENDIX B

CONTENT ITEM CHECKLIST

#____ Name _____

I. CONTENT INFORMATION (ESSENTIAL)

Y/N	PG.	
_____	_____	1. Full identification of the LRC
		Location of the LRC
_____	_____	2. State
_____	_____	3. City
_____	_____	4. College
_____	_____	5. Building
_____	_____	6. Address
_____	_____	7. Days and hours of the LRC
_____	_____	8. Mission of the LRC
		Services provided by the LRC
_____	_____	9. Reference
_____	_____	10. Interlibrary loan
_____	_____	11. Photo-copying
		Regulations of the LRC
_____	_____	12. Circulation
_____	_____	13. Fines
_____	_____	14. Description of the major LRC holdings
		Means of researching the LRC staff
_____	_____	15. Telephone number(s)
_____	_____	16. Names and titles
		Methods of access to the LRC collections
_____	_____	17. Catalogs
_____	_____	18. Indexes
_____	_____	19. Date of the LRC handbook's publication _____

II. CONTENT INFORMATION (NON-ESSENTIAL)

_____	_____	20. List of reference works
_____	_____	21. List of periodical indexes
_____	_____	22. Information about other information/research sources
_____	_____	23. Floor plans of the LRC
_____	_____	24. Table of contents for the LRC handbook
_____	_____	25. Index for the LRC handbook
_____	_____	26. History of the LRC
_____	_____	27. Treasures; special collections and related services of the LRC
_____	_____	28. Architectural features of the LRC

III. OTHER CONTENT INFORMATION (NOT INCLUDED IN THE GUIDELINES)

____ _____
____ _____
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____ _____
____ _____
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____ _____

IV. FORMAT AND DESIGN

Page

_____ 29. Method of stapling
_____ 30. Sides numbered
_____ 31. Number
_____ 32. Size
_____ 33. Color

Type

_____ 34. Number of different styles
_____ 35. Color

Illustrations

_____ 36. Number
_____ 37. Type and color
_____ 38. Color of cover

APPENDIX C

FREQUENCY LIST OF GENERAL REFERENCE WORKS

TITLE	HANDBOOKS	PERCENTAGE
Reader's Guide to Periodical Literature	105	87.5
Education Index	71	59.1
Business Periodicals Index	69	57.5
New York Times Index	66	55.0
Social Sciences and Humanities Index	63	52.5
Applied Science and Technology Index	57	47.5
Biography Index	57	47.5
Essays and General Literature Index	50	41.6
Book Review Digest	45	37.5
Art Index	44	36.6
Public Affairs Information Service	44	36.6
Cumulative Index of Nursing Literature	35	29.1
Short Story Index	25	20.8
Book Review Index	24	20.0
Play Index	22	18.3
Biological and Agricultural Index	20	16.6
Granger's Index to Poetry	20	16.6
Library Literature	18	15.0
Britannica	17	14.1
Humanities Index	17	14.1
Psychological Abstracts	17	14.1
Americana	16	13.3
Social Science Index	15	12.5
Current Biography	13	10.8
McGraw Hill Encyclopedia of Science and Technology	13	10.8
Bibliographic Index	12	10.0
Dictionary of American Biography	12	10.0
Encyclopedia of World Art	12	10.0
Christian Science Monitor Index	11	9.1
Research in Education (ERIC)	11	9.1
Facts on File	11	9.1
Who's Who in America	11	9.1
Collier's Encyclopedia	10	8.3
Encyclopedia of Philosophy	10	8.3
Grove's Dictionary of Music and Musicians	10	8.3
Statistical Abstracts of the U.S.	10	8.3
Encyclopedia of Religion and Ethics	8	6.6
International Encyclopedia of the Social Sciences	8	6.6
Twentieth Century Authors	8	6.6
Webster's Third New International Dictionary	8	6.6

TITLE	HANDBOOKS	PERCENTAGE
Index to Dental Literature	7	5.8
Nursing Literature Index	7	5.8
Wall Street Journal Index	7	5.8
Who's Who	7	5.8
World Almanac and Book of Facts	7	5.8
World Book	7	5.8
American Men of Science	6	5.0
Current Index to Journals in Education (CIJE)	6	5.0
Dictionary of American Biography	6	5.0
MLA International Bibliography	6	5.0
Oxford English Dictionary	6	5.0
Statesman's Yearbook	6	5.0
Bartlett's Familiar Quotations	5	4.1
Encyclopedia of the Social Sciences	5	4.1
Index Medicus	5	4.1
Index to Plays in Collections	5	4.1
International Nursing Index	5	4.1
Monthly Catalog to U.S. Government Publications	5	4.1
Speech Index	5	4.1
Vertical File	5	4.1
Catholic Encyclopedia	4	3.3
Chambers Encyclopedia	4	3.3
Contemporary Authors	4	3.3
Engineering Index	4	3.3
Random House Dictionary of the English Language	4	3.3
Reader's Encyclopedia	4	3.3
Webster's Biographical Dictionary	4	3.3
American Political Dictionary	3	2.5
Biological Abstracts	3	2.5
Columbia Encyclopedia	3	2.5
Columbia Lippincott Gazetteer of the World	3	2.5
Cumulative Book Index	3	2.5
Dictionary of American History	3	2.5
Editorials on File	3	2.5
Encyclopedia Dictionary of Physics	3	2.5
Encyclopedia of Mental Health	3	2.5
Fiction Catalog	3	2.5
Handbook of Chemistry and Physics	3	2.5
Industrial Arts Index	3	2.5
Jewish Encyclopedia	3	2.5
Los Angeles Times Index	3	2.5
Popular Periodicals Index	3	2.5

TITLE	HANDBOOKS	PERCENTAGE
Sociologicial Abstracts	3	2.5
Time Atlas of the World	3	2.5
Who Was Who in America	3	2.5
World Almanac	3	2.5
America: History and Life	2	1.6
Architectural Index	2	1.6
Atlanta Constitution Index: A Georgia Index	2	1.6
Books in Print	2	1.6
Business Education Index	2	1.6
Chemical Abstracts	2	1.6
Encyclopedia International	2	1.6
Encyclopedia of Careers and Vocational Guidance	2	1.6
Encyclopedia of Education	2	1.6
Familiar Quotations	2	1.6
Famous First Facts	2	1.6
Guiness Book of World Records	2	1.6
Historical Abstracts	2	1.6
Historical Atlas	2	1.6
Index to Book Reviews in the Humanities	2	1.6
Music Index	2	1.6
National Observer Index	2	1.6
Newsbank Index	2	1.6
Nineteenth Century Reader's Guide to Periodical Literature	2	1.6
NLS Cumulative Book Review Index	2	1.6
Oxford Companion to American Literature	2	1.6
Pollution Abstracts	2	1.6
Van Nostrand's Scientific Encyclopedia	2	1.6
Webster's Dictionary of Synonyms	2	1.6
Webster's Geographical Dictionary	2	1.6
Women Studies Abstracts	2	1.6
ONE HUNDRED SIXTY OTHER SINGLE CITATIONS		

APPENDIX D

RECOMMENDED CONTENT INFORMATION FOR A COMMUNITY COLLEGE LRC HANDBOOK

I. ESSENTIAL INFORMATION

A. Identification of the LRC
B. Date of the LRC handbook
C. Location of the LRC
    1. State
    2. City
    3. College
    4. Building
    5. Address
D. Mission
E. Days and hours
F. Staff and phone numbers
G. Description of the major holdings
H. Regulations
    1. Circulation
* 2. Renewals
    3. Fines
* 4. Lost fines
* 5. Conduct
I. Services
    1. Reference
* 2. Orientation/instruction
    3. Interlibrary loan
    4. Photo-copying
* 5. Production
J. Card catalog
* K. Classification system
* L. Filing rules
M. Reference collection
* 1. Description
    2. List
N. Periodical collection
* 1. Description
    2. List of indexes
* O. Reserve materials
* P. Vertical file
* Q. Non-book materials and equipment
R. Floor plans

II. NON-ESSENTIAL INFORMATION

A. Special collections
* B. Security system
C. Table of contents
D. Index
E. History of the LRC
F. Architectural features of the LRC
* G. Organizational chart
* H. Research reports
* I. College and/or LRC logo
* J. Copy of the Library Bill of Rights

NOTE: * Refers to the content items added by the researcher to the 1972 Guidelines For Library Handbooks.

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